

WANTS VS. NEEDS

Lesson Developed by Dana Hurda
Business Education Teacher

Volume 24 / Middle School

NASAFACS 2

2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.



Objective:

Students will...

- Look at a list of expenses and sort them into two categories: Needs and Wants

Materials List:

- Whiteboard and markers
- Notebook paper and pen or pencil

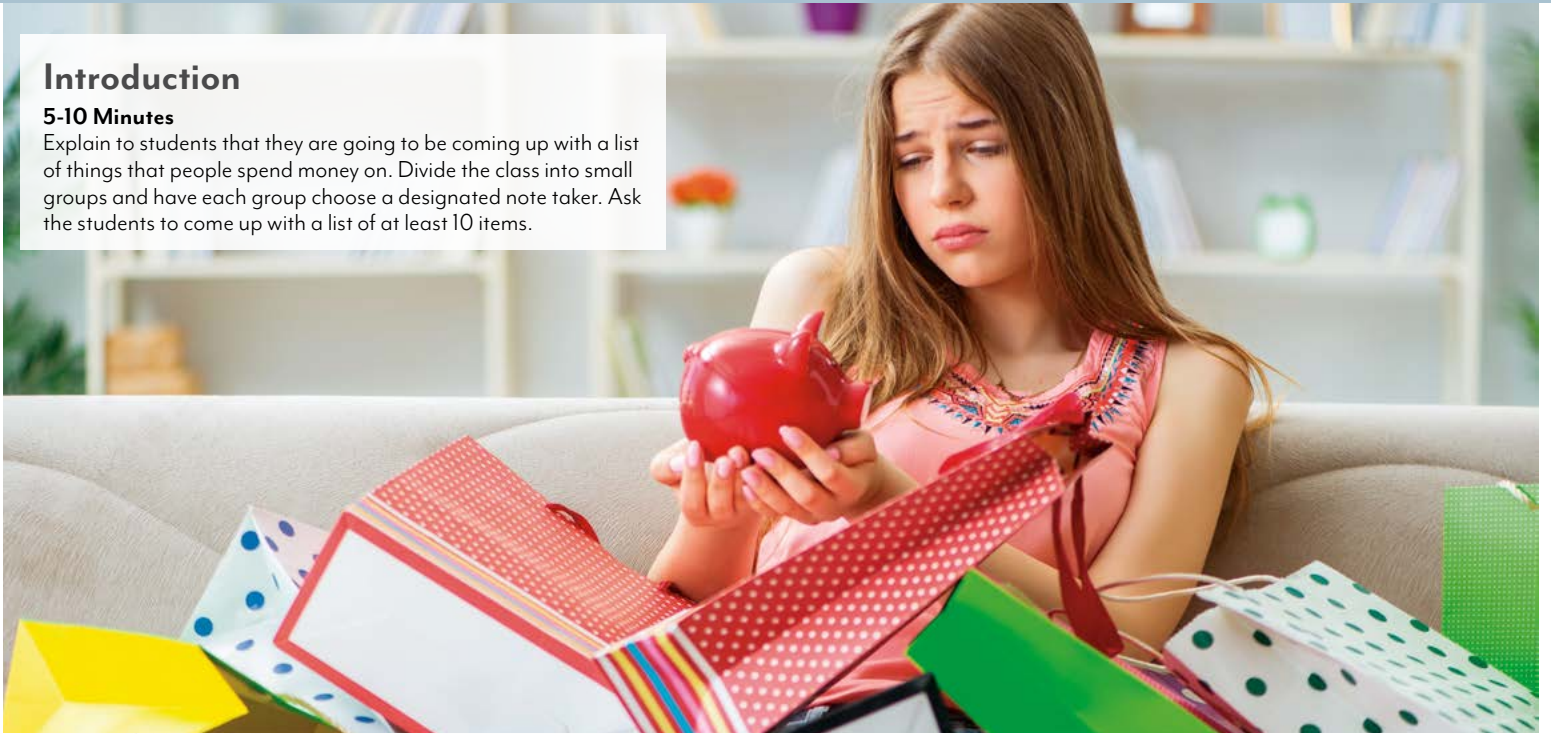
Additional Resources Recommended:

- *5-Minute Financial Activities* book — WA27902
- Be Money Wise Bulletin Board Kit — WA31928
- Essential Money Management — WA31629

Introduction

5-10 Minutes

Explain to students that they are going to be coming up with a list of things that people spend money on. Divide the class into small groups and have each group choose a designated note taker. Ask the students to come up with a list of at least 10 items.



Activity

20-30 Minutes

Ask students to share definitions of needs and wants and record the shared definitions on the board. Summarize the definitions by explaining that “needs” are very basic things we need to survive (like food and water) and “wants” make life more interesting and exciting, but you could live without them if you had to (like pizza or soda). Now have the groups return to their lists and try to divide them into needs and wants. Remind students that sometimes it can be hard to tell the difference. Create two columns on the board and label them Needs and Wants. Have the designated note taker from each group record the items on their lists into the appropriate columns.



Conclusion

5-10 Minutes

After the note takers have finished recording their group’s responses, review the columns as a class and facilitate discussion by asking the following questions: Does the way the items have been categorized make sense? Is there anything the class would change? Which column does the class think people spend more money on and why?

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FINANCIAL DECISION MAKING

Lesson Developed by Dana Hurda
Business Education Teacher

Volume 24 / High School



NASAFACS 2

2.7 Demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.

Objectives:

Students will...

- Be able to identify the steps in the decision-making process
- Use the steps to make a financial decision

Materials List:

- Whiteboard and markers
- Notebook paper and pen or pencil
- Internet access or newspapers

Additional Resources Recommended:

- *5-Minute Financial Activities* book — WA27902
- *50 App Activities for Financial Literacy* book — WA31783
- *On Your Own Coast to Coast* software (WA32809, Single User or WA32807, Building License)
- *Living on a Budget* DVD — WA27215
- *Pay Day*® Game — SN01403
- *The Game of Life*® — WA35080



Introduction

20 Minutes

Explain to students that they go through a process with every decision they make.

THE PROCESS IS AS FOLLOWS:

1. Define your goal — what do you want to achieve?
2. Establish your criteria — what are the features you absolutely must have and which ones would you like to have?
3. Choose two or three good options — eliminate any options without your must-haves and choose a couple of the remaining ones.
4. Identify the pros and cons.
5. Make the decision — which option best meets your criteria?
6. Evaluate results — what did you like or not like about what you chose? What criteria will you consider next time?

EXAMPLE:

1. I want to look nice for school.
2. I think I look good in jeans, so I definitely want to wear jeans today.
3. Both my dark blue jeans and my black jeans are clean, so I can choose from those.
4. I just wore my black jeans on Wednesday and I haven't worn my blue ones in a while, but I think I look nicer in my black jeans.
5. I am going to wear my blue jeans.
6. My friends told me they liked my outfit today, so I will wear the blue jeans again.

Ask students to identify what factors influenced this process. (Possible answers might include peer feedback, what was clean, etc.)



Activity

20-30 Minutes

Divide the students into pairs and have them complete the same steps, but this time use it to make a major financial decision (e.g., the purchase of a new vehicle). Have students make the assumption that they need to help a couple expecting their first child choose something suitable for a growing family and that the couple has \$25,000.00 to spend. Students can use the Internet as a research tool or newspapers, if available. Answers will vary. Once they have completed the process, have each pair share with the class what factors entered into their decision-making process (limited amount of money, size of vehicle, interest rate for loan, monthly payment, own vs. lease, new vs. pre-owned, etc.).

Conclusion

5-10 Minutes

After the pairs have shared, remind them that every decision they make (big or small) depends on many influences and it is important to keep that in mind when they start making major financial decisions.

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